



A Guide to Using the PACT Sample Items

Grade 3



M52050500006001

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INTRODUCTION

A Guide to Using the PACT Sample Items—Grade 3 is provided as a resource for teachers and test administrators who will be working with students taking grade 3 PACT tests. The sample items are intended to be used prior to PACT testing. The Sample Item Guide reviews the test administration procedures for each PACT test – information that you may want to discuss with students before PACT testing begins.

The sample items **do not** have to be administered in a “formal testing setting.” You may prefer to use the sample items in an interactive, instructional setting. For example, you may choose to work through and/or discuss each sample item with the students as a class.

After you have finished using the sample item materials with students, collect the materials and return them to the School Test Coordinator prior to the beginning of the regular PACT administration.

DESCRIPTION OF THE SAMPLE ITEM MATERIALS

The grade 3 sample item booklets contain the following pages:

- a cover with the student name field;
- the English language arts (ELA) “Time to Write” directions, followed by a reading passage and two sample items (one constructed-response and one multiple-choice);
- two mathematics sample items (one multiple-choice and one constructed-response);
- two science sample items (one multiple-choice and one constructed-response);
- two social studies items (one multiple-choice and one constructed-response).

PURPOSE AND USE OF THE SAMPLE ITEMS

The overall purpose of the sample items is two-fold:

1. **to familiarize students with the general types of item formats that they will encounter on the PACT tests.**

The PACT ELA, mathematics, science, and social studies tests include two general item types: multiple-choice and constructed-response. The sample items for each content area include an example of both item types. In addition, the grade 3 PACT ELA test includes one extended writing item (“Time to Write”). The ELA sample items include the “Time to Write” directions, but they do not include a sample topic or prompt for extended writing.

2. **to familiarize students with how they should mark or write their responses to the PACT items.**

The responses to the sample items, similar to those for the PACT tests, are marked directly in the sample item booklets. For each multiple-choice item, students darken a bubble for the answer. For each constructed-response item, students write their answers on one or more lines. For the sample constructed-response mathematics item, students must also show their work in a designated space.

CAUTIONS REGARDING THE USE OF THE SAMPLE ITEMS

In using the sample items with your students, it is important to keep in mind the cautions listed below.

- The sample items are intended to provide examples of the general types of item formats that may appear on the PACT tests. They are not intended to represent the range of content or difficulty level on the PACT tests.
- Accordingly, the sample items should not be viewed as a “mini-test.” The sample items cannot be used to diagnose student weaknesses or to predict student performance on the PACT tests.

TEST ADMINISTRATION PROCEDURES

General Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grade 3 PACT tests*. You may want to discuss these procedures with students before or after using the sample items.

- The PACT tests are not timed. Students should try to answer all of the test questions.
- Students will mark or write their answers directly in the test booklet. If they want to change an answer, they should make sure they do a good job of erasing the first answer they marked or wrote.
- Students should work quietly. They should not talk or answer any test questions out loud.
- The PACT tests are secure documents. The test administrator may answer questions about the test directions, but may not discuss the content of specific test questions before, during, or after the tests.
- The use of cover sheets is optional. If you plan to have students use cover sheets, you may discuss their use.

Coding of Student Names

If students will be coding their names on the front covers of their test booklets, you may have them practice doing so on the front cover of the sample item booklet using the directions that follow. Read aloud what is printed in the shaded “SAY” boxes.

SAY:

Look at the front cover. Find the section labeled “STUDENT’S LAST NAME.”

PAUSE. Hold up a sample item booklet and point to the appropriate place.

SAY:

Print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

PAUSE while students write. Provide help as needed.

SAY:

In the section labeled “STUDENT’S FIRST NAME,” print each letter of your first name. Do not print a nickname or shortened first name.

In the box under “MI,” print the first letter of your middle name.

PAUSE while students write. Provide help as needed.

SAY:

Now go back to the box where you wrote the first letter of your last name. Darken the appropriate bubble under each letter of your last name. Then darken the bubbles for the letters in your first name and for your middle initial.

PAUSE and provide help as needed.

ELA Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grade 3 PACT ELA test*. You may want to discuss these procedures with students before or after using the ELA sample items.

The ELA test is administered over two days. On Day 1, students are given pencils, test booklets, lined scratch paper for graphic organizers or rough drafts, and paper to use as a cover sheet (optional). On Day 2, test administrators return the appropriate test booklets to each student. Make sure each student receives the test booklet with his or her name on it.

Day 1

- Students **may use a dictionary and a thesaurus** on Day 1 of the ELA test.
- The test administrator reads the “Directions for Completion of Test Booklet Covers” in the *PACT Test Administration Manual*.
- On Day 1, the test administrator tells the students to turn to page 2 and darken the bubbles indicating the time they begin Day 1 of the ELA test.
- The test administrator reads aloud the “Time to Write” topic and directions. After students’ questions are answered, students work on their own to complete Day 1 of the ELA PACT test.
- The students must write their “Time to Write” responses on the lined pages provided in the test booklet. They cannot add any pages to their test booklets.
- Students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses, but their final draft must be written in the test booklet.
- Students will see a stop sign at the end of the Day 1 test. The students may go back to check their Day 1 work but they may not turn past the stop sign in the test booklet.
- When they have finished checking their Day 1 work, students then turn to page 2 and darken the bubbles indicating the time they finished the Day 1 test.

Day 2

- Students **cannot** use a dictionary or a thesaurus on Day 2 of the ELA test.
- Students are told that they will be taking Day 2 of the English language arts test. The test administrator reads the directions for taking the test and asks students if they have any questions.
- The test administrator tells the students to find the box labeled “Day 2 Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- After questions are answered, the test administrator tells the students to open their test booklet to Day 2 and begin taking the test. Students complete the Day 2 test on their own.
- Students will see a stop sign at the end of the Day 2 test. The students may go back to check their Day 2 answers but they may not go back to check their Day 1 work.
- When the students have completed Day 2 of the test, they turn back to page 2 and darken the appropriate bubbles that show the time they finished the Day 2 test.

Administration of ELA Sample Items

For regular administrations of the grade 3 PACT ELA test, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the ELA Sample Items for grade 3. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Open your booklet.

You should read the “Time to Write” directions aloud and review them thoroughly with the student. The ELA Sample Items do **not** include a “Time to Write” topic. The “Time to Write” directions, however, are printed as they will appear in the PACT ELA test booklets.

Students must write their “Time to Write responses on the three lined writing pages in the test booklet. They **cannot** add any pages to their test booklets.

The students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses. The final drafts must be written on the lined pages in the test booklets. **Graphic organizers, rough drafts, and additional pages will not be scored.**

SAY:

Now go to page 3.

(PAUSE)

SAY:

Read the passage. Then answer question 1 on page 4. Then read and answer question 2.

For question 1, you will write your answer. For question 2, you will fill in the bubble next to your answer.

PAUSE to allow students to read the story and answer the questions. Then review the answers with the students. If needed, you may refer to the Answer Guide on page 15 for the answers to the ELA questions.

Make sure that the students marked their answers appropriately. For question 1, the students should write their answers on the lines. Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive up to 2 points. The rubric that will be used to score this constructed-response item is given in the Answer Guide on page 15.

For question 2, the students should darken the bubble for the answer. The bubble should be completely darkened, and only one bubble should be marked. Explain to the students the importance of darkening only the bubble for their answer. Tell students that they should **not** write or make any marks close to the answer bubbles. Since questions like this on the PACT tests are scored by machine, students must mark their answers carefully.

Mathematics Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grade 3 PACT mathematics test*. You may want to discuss these procedures with students before or after using the mathematics sample items.

- Students are not allowed to use a calculator for any part of the test.
- The students will receive a cardboard ruler to use, if needed, during the test.
- There is space in the test booklet for students to do any scratch work.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- The teacher (test administrator) reads each test question aloud.

If there is a picture, table, or graph, the test administrator does not read aloud any of the words that appear in the picture, table, or graph.

If the question is a multiple-choice item, the test administrator does not read aloud any of the answer choices.

- The test administrator may reread a test question if students need to hear it again.
- Students should work on each test question after it is read.

Students can work on each test question until the test administrator says it is time to go on to the next question. If a student does not finish working on a test question before the test administrator goes to the next question, the student can go back to the question(s) after all of the test questions have been read aloud.

- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Mathematics Sample Items

For regular administrations of the grade 3 PACT Mathematics test, you must use the directions as written in the appropriate administration manual. The following directions - similar to the regular PACT administration directions - may be used to administer the Mathematics Sample Items for grade 3. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

I will read each question aloud. Listen carefully and follow along.
If you do not hear the question, raise your hand. I will read the question again.

(PAUSE)

SAY:

Go to page 5 in your booklet.

(PAUSE)

SAY:

Find problem number 1.

(PAUSE)

SAY:

Find the sentence that is true.

PAUSE. You may reread the question if necessary.

SAY:

Darken the bubble next to your answer.

PAUSE to allow students to answer the question.

When students have marked their answers, review the question and answer. If needed, you may refer to the Answer Guide on page 15 for the answers to the math questions.

Make sure that students marked their answers appropriately. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

SAY:

Find problem number 2.

(PAUSE)

SAY:

Annie has had her pet gerbil for exactly 6 weeks. How many days has Annie had her pet?

(PAUSE)

SAY:

Show your work in the space below. Write your answer on the line.

PAUSE to allow students to answer the question.

When students have worked the problem and written their answers, review the question and answer. If needed, you may refer to the Answer Guide on page 15 of this booklet for the correct responses to the math items.

Make sure that the students worked the problem in the space provided and wrote their answers on the line labeled “Answer.” Emphasize the importance of both showing the work and writing the answer in the right place on the page.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students would receive 2 points if they showed their work correctly and wrote the correct answer on the line. Even if a student writes the correct answer, he or she must show the correct work in order to receive all of the points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 15.

Science Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grade 3 PACT science test*. You may want to discuss these procedures with students before or after using the science sample items.

- Students are not allowed to use a calculator or reference materials such as a dictionary or encyclopedia.
- There is space in the test booklet for students to write notes or do any scratch work.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- The teacher (test administrator) reads each test question aloud.

If there is a picture, table, or graph, the test administrator does not read aloud any of the words that appear in the picture, table, or graph.

If the question is a multiple-choice item, the test administrator does not read aloud any of the answer choices.

- The test administrator may reread a test question if students need to hear it again.
- Students should work on each test question after it is read.

Students can work on each test question until the test administrator says it is time to go on to the next question. If a student does not finish working on a test question before the test administrator goes to the next question, the student can go back to the question(s) after all of the test questions have been read aloud.

- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Science Sample Items

For regular administrations of the grade 3 PACT Science test, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Science Sample Items for grade 3. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Turn to page 6 in your booklet.

(PAUSE)

SAY:

I will read each question aloud. Listen carefully and follow along.

If you do not hear the question, raise your hand. I will read the question again.

(PAUSE)

SAY:

Find question number 1.

(PAUSE)

SAY:

**A biologist wants to measure the height of a giraffe at the zoo.
Which would be the best unit of measure to use?**

(PAUSE)

SAY:

Darken the bubble next to your answer.

PAUSE to allow students to answer the question.

When students have marked their answers, review the question and the answer. If needed, you may refer to the Answer Guide on page 16 for the answers to the science questions.

Make sure that students marked their answers appropriately. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

SAY:

Go to the next page.

(PAUSE)

SAY:

Find question number 2.

(PAUSE)

SAY:

Suzy did an investigation to see how plants grow. She planted ten flowering bulbs upside down. After one month, Suzy observed that each bulb had stems and leaves that came up through the ground. When she dug around the bulbs, she found that the roots were growing downward.

(PAUSE)

SAY:

This question has two parts.

For part a, explain why the stems and leaves of the plants grew upward.

For part b, explain why the roots of the plants grew downward.

(PAUSE)

SAY:

Write your answers on the lines.

PAUSE to allow students to answer both parts of the question.

When students have written their answers, review both parts of the question and the answers. If needed, you may refer to the Answer Guide on page 16 for the responses to the science items.

Make sure that the students wrote their answers on the lines for each part of the question.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after the constructed-response items on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, student could receive a total of 3 points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 16. Note that a student must address all parts of the task appropriately to receive the top score.

Social Studies Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grade 3 PACT social studies test*. You may want to discuss these procedures with students before or after using the social studies sample items.

- Students are not allowed to use any reference materials such as dictionaries or encyclopedias.
- There is space in the test booklet for students to write notes or do any scratch work.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- The teacher (test administrator) reads each test question aloud.

If there is a picture, table, or graph, the test administrator does not read aloud any of the words that appear in the picture, table, or graph.

If the question is a multiple-choice item, the test administrator does not read aloud any of the answer choices.

- The test administrator may reread a test question if students need to hear it again.
- Students should work on each test question after it is read.

Students can work on each test question until the test administrator says it is time to go on to the next question. If a student does not finish working on a test question before the test administrator goes to the next question, the student can go back to the question(s) after all of the test questions have been read aloud.

- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Social Studies Sample Items

For regular administrations of the grade 3 PACT Social Studies test, you must use the directions as written in the appropriate administration manual. The following directions - similar to the regular PACT administration directions - may be used to administer the Social Studies Sample Items for grade 3. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Go to page 8 in your booklet.

(PAUSE)

SAY:

**I will read each question aloud. Listen carefully and follow along.
If you do not hear the question, raise your hand. I will read the question again.**

(PAUSE)

SAY:

Find question number 1.

(PAUSE)

SAY:

In the 1670s, what people successfully started a settlement at Charles Town?

(PAUSE)

SAY:

Darken the bubble next to your answer.

PAUSE to allow students to answer the question.

When students have marked their answers, review the question and the answer. If needed, you may refer to the Answer Guide on page 16 for the answers to the social studies questions.

Make sure that students marked their answers appropriately. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

SAY:

Find question number 2.

(PAUSE)

SAY:

There are different levels of government: the national, the state, and the local government. Each level of government is responsible for different things.

(PAUSE)

SAY:

Identify two important things that your local government provides for its citizens.

(PAUSE)

SAY:

Write your answers on the lines.

PAUSE to allow students to answer the question. Remind the students to write one answer on the lines next to 1 and a different answer on the lines next to 2.

When students have written their answers, review the question and the answers. If needed, you may refer to the Answer Guide on page 16 for the responses to the social studies items.

Make sure that the students wrote their answers on the lines.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive a total of 2 points: 1 point each for correctly identifying an important thing provided by the local government. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 16. Note that a student must address all parts of the task appropriately to receive the top score.

ANSWER GUIDE

ELA Sample Item Answers

1. The water has to sit for a day so that it can get to be room temperature. If the water is too cold, the fish cannot live in it.

Scoring Rubric

2 points = The response indicates that the water must be at room temperature and explains why.

1 point = The response indicates that the water must be at room temperature, but it doesn't explain why.

0 points = The response is incorrect, illogical, unclear, or blank.

2. bat - better

Mathematics Sample Item Answers

1. $10 > 8$

2. 42 (with correct work shown)

Scoring Rubric

2 points = The student writes the correct answer and shows correct method to arrive at solution (e.g., 6×7 OR $7 + 7 + 7 + 7 + 7 + 7$).

1 point = The student writes correct answer, but does not show correct method; OR the student shows correct method, but has a computational error.

0 points = The student writes an incorrect answer and shows incorrect or no method, OR the student does not attempt the problem.

Science Sample Item Answers

1. meters
2.
 - a. Leaves grow upward reacting to the light.
 - b. Roots grow downward reacting to gravity, and/or seeking nutrients and water.

Scoring Rubric

- 3 points = Address all parts of the task appropriately. Provides clear evidence of the student's knowledge, concepts, process skills, and/or representations to meet the intent of the task. May contain errors that do not detract from the overall correct completion of the task. Clearly communicates the student's scientific thinking.
- 2 point = Addresses most parts of the task appropriately. Provides adequate evidence of the student's knowledge, concepts, process skills, and/or representations to meet the task. May contain errors that do detract from the overall correct completion of the task. Adequately communicates the student's scientific thinking.
- 1 points = Addresses some part(s) of the task appropriately. Provides some evidence of the student's knowledge, concepts, process skills, and/or representations to meet the intent of the task. Contains an attempt to accomplish some part of the task with little success. Minimally communicates the student's scientific thinking.
- 0 points = There is no evidence of scientific knowledge that is appropriate to the intent of the task.

Social Studies Sample Item Answers

1. English
2. Possible Correct Responses:
 - building and maintaining roads
 - parks and play areas
 - police
 - fire fighters
 - libraries

Scoring Rubric

- 2 points = The response accurately identifies two important responsibilities/services that the local government provides for citizens.
- 1 point = The response accurately identifies one important service or responsibility that the local government provides for citizens.
- 0 points = The response is incorrect, illogical, unclear, or blank.

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